

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) for the 2023 to 2024 academic year funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Temple Mill Primary School
Number of pupils in school	215
Proportion (%) of pupil premium eligible pupils	20.5%
Academic year/years that our current pupil premium strategy plan covers	2022/2023 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Lisa Lewis Head of School
Pupil premium lead	Nicola Caselton Assistant Head
Governor / Trustee lead	Sue Lamb, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66,930
Recovery premium funding allocation this academic year	£6,670
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£73,600

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality inclusive teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and

	in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with writing than their peers. Results suggest this is due to their struggles with reading and language.
4	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.
5	37% (2022-2023) and 13.6% (2023-2024) of disadvantaged pupils have been 'persistently absent' compared to 23% (2022-2023) and 11.2% (2023-2024) of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none">• the overall absence rate for all pupils being no more than 10%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%.• the percentage of all pupils who are persistently absent being below 15% and the figure among disadvantaged pupils being no more than 5% lower than their peers.
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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £11,074

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read, Write Inc/early reading training and support for phonics and reading leaders	All staff leaders being trained using a validated phonic system is proven to raise the attainment of phonics and reading. https://global.oup.com/education/content/primary/series/rwi/?region=uk	1 and 2
The Write Stuff monitoring and further training for writing for all staff	One writing scheme throughout the school focusing on sentence structure and writing skills is proven to raise attainment in writing and GPAS levels. https://www.janeconsidine.com/jane-considine-TWS-online-training	1, 2 and 3
ELSA supervision for the home school support worker to enable the ELSA to stay qualified	A qualified ELSA is an invaluable resource for a school to support children with SEMH needs. https://www.elsanetwork.org/about/	4 and 5
Hamish and Milo training for relevant staff	An excellent wellbeing resource to work with children through a wellbeing programme covering 10 topics. https://hamishandmilo.org/?gclid=Cj0KCQiAkMGcBhCSARIsAIW6d0AUT-nvvSDvDxMtxgrgFdAEPHAznGoV-VVjuB-dWZq0qbpW3aSNbW1GuoaAuzyEALw_wcB	4 and 5
School dog mentor continuing subscription and school support	Following the dog mentor programme has proven to raise children's attainment, engagement, wellbeing and attendance. https://www.thedogmentor.co.uk/	1, 2, 3, 4 and 5

Retention of experienced staff through TLR's to lead on phonics and Oracy project.	The Oracy project is proven to raise the standards of children's verbal communication skills. https://voice21.org/understanding-oracy/	1 and 2
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £28,476

Activity	Evidence that supports this approach	Challenge number(s) addressed
The National Tutoring programme training for relevant members of staff	This programme is used to support children in class and provide 1:1 tutoring https://nationaltutoring.org.uk/	1, 2 and 3
Speechlink for Reception and KS1	Addressing speech needs early on in reception can lead to great improvements, less need for therapist intervention and raised attainment by the end of EYFS and into KS1. https://speechandlanguage.info/speech	1, 2 and 3
Language Link for KS1 and KS2	Language Link programme is proven to raise the language attainment of children in KS1 and KS2 and have a positive impact on all aspects of learning. https://speechandlanguage.info/infant#:~:text=Using%20Language%20Link%20with%20EAL%20children&text=The%20standardised%20assessment%20will%20show,will%20identify%20areas%20for%20development.	1 and 2
A full time LSA to complete small group targeted work with relevant children	Working on specific interventions regularly is proven to have moderate impact on children's progress and help to close gaps. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 2, 3 and 4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £29,220

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training on Identiplay, Intensive interaction and Attention Autism from outreach services	<p>Staff will feel fully capable of delivering the provision for children with identified and unidentified needs from EYFS upwards</p> <p>https://www.hoo-st-werburgh.medway.sch.uk/marlborough-centre/outreach/training-programme</p>	4 and 5
Whole staff training on the graduated approach	<p>Staff having a better knowledge and a secure system in place will lead to less behaviour needs amongst children and difficulties being addressed at an earlier stage.</p> <p>https://www.highspeedtraining.co.uk/hub/what-is-the-graduated-approach/#:~:text=The%20Graduated%20Approach%20is%20a%20four-part%20continuous%20cycle,th e%20success%20and%20impact%20of%20the%20support%20given.</p>	4 and 5
ELSA to work with relevant children to provide emotional literacy support.	<p>ELSA support is proven to have a positive impact on children by enabling them to be more independent and improve self-esteem.</p> <p>https://www.elsanetwork.org/elsa-network/evaluation-reports/</p>	4 and 5
Contingency fund for PP expenditure through the year.	<p>Ensuring support is able to be put in place at any point in the year (academic or wellbeing) is imperative for the overall progress of children.</p>	1, 2, 3, 4 and 5

	https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	
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Total budgeted cost: £73,600

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

This is an analysis of the targets set for the year 2022-2023:

Improved oral language skills and vocabulary among disadvantaged pupils:

In September 2022, the average outcome (where 0 = expected progress) for SALT interventions working on oral language skills was -0.65. By July 2023, the average outcome was -0.24 with over 60% of the children achieving all targets and no longer needing intervention.

Improved reading attainment among disadvantaged pupils.

In KS1, 25% (21/22) and 60% (22/23) of Pupil premium eligible children achieved the expected standard for reading compared to 57% (21/22) and 73% (22/23) of all children across the year group.

In KS2, 43% (21/22) and 89% (22/23) of Pupil premium eligible children achieved the expected standard for reading compared to 70% (21/22) and 61% (22/23) of all children across the year group.

Improved writing attainment for disadvantaged pupils at the end of KS2.

In KS2, 57% (21/22) and 78% (22/23) of Pupil premium eligible children achieved the expected standard for writing compared to 67% (21/22) and 73% (22/23) of all children across the year group.

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

The average outcome for children receiving ELSA intervention in 2021/22 was 0 (where 0 indicates expected progress). 50% of the children were pupil premium eligible and the outcome also averaged 0 for this group.

The average outcome for children receiving ELSA intervention in 2022/23 was -0.04 (where 0 indicates expected progress). 70% of the children were pupil premium eligible and the outcome averaged -0.06 for this group.

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

In 2021/22, attendance for pupil premium eligible pupils was 91.9% compared with 92.8% of all pupils across the school. In 2022/23, attendance for pupil premium eligible pupils was 93.3% compared with 94.3% of all pupils across the school.

